**Chapter 26: Tradition and Change in East Asia**

1. **The quest for political stability**
	1. The Ming dynasty
		1. Ming (1368-1644) (“Brilliant”) dynasty comes to power after Mongol \_\_\_\_\_\_ dynasty driven out
			1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ government control; faced new invasions from the Mongols
			2. Rebuilt and repaired the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to prevent northern invasions
			3. Restored Chinese cultural \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and civil service examinations
			4. Ming emperors encourage \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of Mongol names, dress
			5. Moved capital to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		2. Ming decline
			1. Coastal cities and \_\_\_\_\_\_\_\_\_\_ disrupted by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, 1520s--1560s
			2. Government \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ caused by powerful eunuchs
			3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and peasant rebellions during the 1630s and 1640s
			4. Manchu invaders with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ support led to final Ming collapse, 1644
	2. The Qing dynasty
		1. The Manchus (1644-1911), invaders from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the northeast
			1. Establish Qing (“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”) Dynasty
			2. Overwhelmed the Chinese forces; proclaimed the Qing dynasty, 1644
			3. Originally pastoral nomads, organized powerful military force
			4. Captured \_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ first, then China
			5. Remained an ethnic elite; forbade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with Chinese
	3. The son of heaven and the scholar-bureaucrats
		1. Emperor considered "the son of heaven"
			1. Ming, Qing emperors considered \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
			2. Hundreds of concubines, thousands of eunuch \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
			3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ designs and name characters \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to rest of population
			4. Heavenly powers and an obligation to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the earth
		2. Governance of the empire fell to civil servants, called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
			1. Ran government on a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ basis
			2. Schooled in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ texts, calligraphy
			3. Had to pass rigorous \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with strict quotas
		3. The examination system and Chinese society
			1. Civil service exam intensely \_\_\_\_\_\_\_\_\_\_\_\_\_; few chosen for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ positions
			2. Others could become local \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
			3. System created a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with best students running the country
			4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ families had some advantages over poor families
			5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ curriculum fostered common values
2. **Economic and social changes**
	1. The patriarchal family
		1. The basic unit of Chinese society was the \_\_\_\_\_\_\_\_\_\_\_\_\_; the highest value, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
			1. Included duties of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to fathers, loyalty of \_\_\_\_\_\_\_\_\_\_ to the emperor
		2. Gender relations: strict patriarchal control over all females
			1. Males receive \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ status
			2. Economic factor: girls join \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ family
				1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ common
			3. Men control \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
				1. Grounds: from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to talking too much
			4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of young girls increased
	2. Population growth and economic development
		1. Only \_\_\_\_\_\_\_\_% of China arable
			1. Intense, garden-style \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ necessary
			2. American food crops introduced in seventeenth century
				1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, peanuts
		2. Rebellion and war \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ population in seventeenth century
			1. Offset by increase due to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ crops
		3. Population growth: 100 million in 1500, 225 million in 1750
	3. Foreign Trade
		1. Silk, porcelain, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		2. Chinese in turn \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ relatively little
			1. Spices, animal skins, woolen textiles
		3. Pay for exports with \_\_\_\_\_\_\_\_\_\_\_\_ bullion from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	4. Government and technology
		1. During Tang and Song dynasties (seventh to thirteenth century), China a world leader in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		2. Ming and Qing governments \_\_\_\_\_\_\_\_\_\_\_\_\_\_ technological advancement, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ social instability would result
	5. Gentry, commoners, soldiers, and mean people
		1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ classes
			1. Scholar-bureaucrats, gentry
			2. Immunity from some \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, taxes, labor service
		2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ classes
			1. \_\_\_\_\_\_\_\_\_\_\_\_\_, artisans/workers, merchants
			2. Confucian doctrine gives \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ status to peasants
		3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ classes
			1. Military, beggars, \_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. **The Confucian tradition and new cultural influences**
	1. The return of Christianity to China
		1. Confucianism and Christianity
			1. \_\_\_\_\_\_\_\_\_\_\_\_\_ respectful of Chinese tradition, but won \_\_\_\_\_\_\_\_\_\_\_ converts
				1. .08% of the population
			2. Chinese had problems with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of Christianity
		2. End of the Jesuit mission
			1. emperor Kangxi \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Christianity
			2. \_\_\_\_\_\_\_\_ had been an important bridge between \_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ cultures, introducing each to the achievements of the other
4. **The unification of Japan**
	1. The Tokugawa shogunate
		1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ rule Japan, twelfth to sixteenth century
			1. Large landholders with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ armies
			2. Emperor merely a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		2. Tokugawa Ieyasu (r. 1600-1616) establishes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ government
			1. Establishes Tokugawa dynasty (1600-1867)
		3. Control of foreign relations
			1. The shoguns adopted policy of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from outside world, 1630s
			2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ trade was under tight restriction at the port of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	2. Economic and social change
		1. Population growth
			1. Population \_\_\_\_\_\_\_\_\_\_\_\_\_ by a one-third from 1600 to 1700
			2. Then slow growth due to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		2. Social change
			1. Peace undermined the social and economic role of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
			2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ became prominent, and often wealthier than the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	3. Christianity and Dutch learning
		1. Remarkable success among *daimyo*
			1. *Daimyo* also hoping to establish trade relations with\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
			2. Government backlash
				1. Fear of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ intrusion
				2. Confucians, Buddhists resent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ absolutism
			3. Anti-Christian campaign 1587-1639 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Christianity, executes staunch Christians
		2. Dutch learning was one limited connection to the outside world
			1. Dutch merchants permitted to trade at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
			2. European \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ began to influence Japanese scholars